

HODGES ELEMENTARY

4717 Main Street
Hodges, SC 29653

GRADES PK-5 Elementary School

ENROLLMENT 264 Students

PRINCIPAL Mark Blackwell 864-374-5000

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Dru James 864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	58	26	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

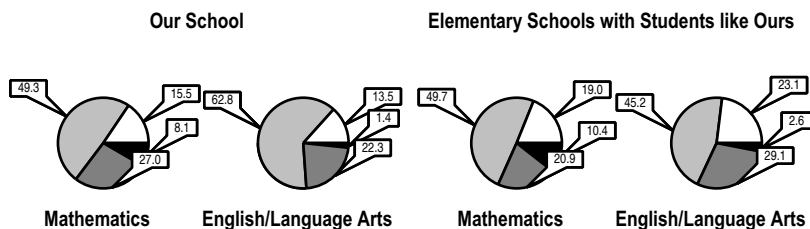
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	26	51	42
Percent satisfied with learning environment	100.0%	92.2%	87.8%
Percent satisfied with social and physical environment	100.0%	92.2%	82.5%
Percent satisfied with home-school relations	96.2%	94.1%	90.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	152	100.0	13.5	62.8	22.3	1.4	23.6	17.6
Gender								
Male	81	100.0	13.9	68.4	17.7	N/A	17.7	17.6
Female	71	100.0	13.0	56.5	27.5	2.9	30.4	17.6
Racial/Ethnic Group								
White	95	100.0	13.2	53.8	30.8	2.2	33.0	17.6
African-American	57	100.0	14.0	77.2	8.8	N/A	8.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	113	100.0	9.0	61.3	27.9	1.8	29.7	17.6
Disabled	39	100.0	27.0	67.6	5.4	N/A	5.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	152	100.0	13.6	62.6	22.4	1.4	23.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	152	100.0	13.6	62.6	22.4	1.4	23.8	17.6
Socio-Economic Status								
Subsidized meals	76	100.0	14.3	72.9	12.9	N/A	12.9	17.6
Full-pay meals	76	100.0	13.0	53.2	31.2	2.6	33.8	17.6

Mathematics								
All students	152	100.0	15.5	49.3	27.0	8.1	35.1	15.5
Gender								
Male	81	100.0	11.4	51.9	27.8	8.9	36.7	15.5
Female	71	100.0	20.3	46.4	26.1	7.2	33.3	15.5
Racial/Ethnic Group								
White	95	100.0	9.9	42.9	37.4	9.9	47.3	15.5
African-American	57	100.0	24.6	59.6	10.5	5.3	15.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	113	100.0	11.7	46.8	30.6	10.8	41.4	15.5
Disabled	39	100.0	27.0	56.8	16.2	N/A	16.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	152	100.0	15.6	49.7	26.5	8.2	34.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	152	100.0	15.6	49.7	26.5	8.2	34.7	15.5
Socio-Economic Status								
Subsidized meals	76	100.0	18.6	52.9	20.0	8.6	28.6	15.5
Full-pay meals	76	100.0	13.0	46.8	32.5	7.8	40.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	50	N/A	12.0	52.0	34.0	2.0	36.0
	Grade 4	48	N/A	18.8	43.8	37.5	N/A	37.5
	Grade 5	37	N/A	18.9	62.2	18.9	N/A	18.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	44	100.0	9.1	59.1	29.5	2.3	31.8
	Grade 4	57	100.0	9.1	70.9	18.2	1.8	20.0
	Grade 5	51	100.0	22.4	57.1	20.4	N/A	20.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	50	N/A	26.0	48.0	18.0	8.0	26.0
	Grade 4	48	N/A	25.0	25.0	29.2	20.8	50.0
	Grade 5	37	N/A	16.2	54.1	24.3	5.4	29.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	44	100.0	22.7	50.0	27.3	N/A	27.3
	Grade 4	57	100.0	10.9	49.1	30.9	9.1	40.0
	Grade 5	51	100.0	14.3	49.0	22.4	14.3	36.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 264)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.3%	Up from 4.3%	3.0%	2.4%
Attendance rate	96.4%	Down from 96.9%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.6%	Down from 17.4%	15.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.4%	Up from 10.0%	9.0%	8.0%
Older than usual for grade	0.4%	Down from 2.7%	1.0%	1.1%
Suspended or expelled	0.4%	Up from 0.0%	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	44.0%	Up from 33.3%	46.3%	50.0%
Continuing contract teachers	84.0%	Down from 87.5%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.1%	Up from 89.9%	88.2%	86.2%
Teacher attendance rate	94.1%	Up from 93.8%	95.3%	95.3%
Average teacher salary	\$39,099	Up 2.9%	\$39,856	\$39,909
Prof. development days/teacher	12.6 days	No change	10.9 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	16.3 to 1	Up from 14.5 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.8%	No change	89.8%	89.7%
Dollars spent per pupil*	\$6,621	Down 1.5%	\$5,820	\$5,892
Percent spent on teacher salaries*	61.9%	Up from 56.5%	65.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was a year of learning for the faculty and students at Hodges Elementary. The faculty worked very hard to meet the rigid requirements of the "No Child Left Behind" legislation. We also implemented new techniques to meet state standards. The students worked extremely hard to meet the challenges the teachers gave them.

The teaching staff participated in classes, seminars, trainings, workshops, and conferences to improve their skills. Teachers planned lessons together to assure that the students were receiving consistent instruction between and across grade-levels. We also examined a variety of data to make sure we were meeting all the needs of the students. The school was in the second year of implementation of a TAS grant. It provided funds for our kindergarten through third grade after-school reading program and a variety of materials for teachers to utilize. We also received enhancement funds from the state to help improve literacy skills. We focused on leveled books, a balanced literacy program, and building our media center collection. Funds from a PDSI grant afforded us the opportunity to purchase maps, globes, and staff development on using maps as an instructional tool.

The faculty focused on improving parent involvement in the school. Their efforts really paid off. We saw an increase in the number of parents/guardians attending our "Bee Ready for PACT"/family nights, All-Stars, choral programs, and PTO meetings. We also had a group selected to perform at "In The Spotlight." Our media specialist and several teachers maintained a parent e-mail chain. Our Web site also provided resources and information for the Hodges community.

The students were active throughout the year with community service projects. They operated our recycling program, supported the Humane Society, and helped the faculty raise money for the Cancer Society. The students also operated our televised news program and produced our newspaper.

The staff is very proud of our school. We work to provide all students with a quality education that promotes responsible life-long learning. Hodges Elementary is definitely a place where children come first.

Mark Blackwell, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.